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ABSTRACT

The Chandler Outreach Project, developed by Arizona State University, represents a clinical teaching center concept where efforts are being made to combine curriculum development, operational research on instruction, and teacher preparation in a center setting for students in teaching. Thirty-six junior year elementary education students use four elementary schools in the Chandler School District as training stations. The training program consists of three phases. During the first phase, students carry a 15 semester hour course load. The students are observer participants in their classrooms for a 2 hour 20 minute period each morning 4 days per week. Every 5 weeks students are reassigned to different schools and different classrooms. Phase II allows students the opportunity to choose grade levels and cooperating teachers as part of their student teaching experience. Fifteen semester hours of work are required, in addition to communications and reading the student will also teach mathematics and social studies. Phase III is tentative and its realization is contingent upon funds being made available. This phase involves the students as seniors acting as paid interns. Evaluation procedures and contributions of the project to teacher education are listed. Appendixes include evaluation forms, observation data, and verbal lesson strategy. (MJM)

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THE CHANDLER OUTREACH PROJECT

A COOPERATIVE CLINICAL TEACHING CENTER

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SP005 865

Rationale

The movement toward public school-university partnership has created a unique institutional tool for teacher education and educational experimentation. This emerging intra-institution between the university and the school is an attempt to find an institutional vehicle through which the new approaches to teaching and curriculum innovation can happen.

Some individuals suggest that the best setting for teacher preparation is in an operation where teachers are innovating and assessing their new teaching strategies and tactics, where a staff and its leaders are on the move. Others believe that there is no reason why undergraduate education students cannot be involved in research projects. The success of the freshman seminars at Harvard College suggest that undergraduates are not only capable of being involved, but that they become quite impressive contributors. Professional judgment suggest that a series of planned professional experiences geared as closely as possible to the professional role development needs of each student preparing to become an elementary school teacher and related into the on-going educational programs and program development in selected public schools is desirable. It has also been suggested that at least one experience should be an extended assignment in a public school situation where a student of teaching has the opportunity to be responsible under appropriate supervision for an on-going instructional program. During this extended period of studied practice, the student of teaching should be involved in a tutorial and small group practicum under the leadership of a university clinical instructor who will plan and carry

out an instructional program in "teaching" that emphasizes the analysis of teaching both its pre-active (planning) and active (classroom behavior) elements, and aims at the development of approaches to teaching that encourage self-criticism, open-ended experimentalism and the consideration of alternative teaching strategies.

At this same time students of teaching need to be studying specific curriculum designs and instructional strategies in content and methodology, organizing appropriate content and materials for instruction in a logical way based on the conceptual framework of the disciplines involved and then restructuring in terms of the learning characteristics of children at various stages of development. Students need to be learning about structuring content materials into teaching strategies while they are involved in experiences with school children in order to be realistic in their planning and to have the opportunity of testing out samples of their instructional proposals. Relating psycho-social concepts to structured participatory observation of child behavior in school and neighborhood settings would also be advantageous.

It appears that now is the time to consolidate the purposes and institutions for pre-service teacher education purposes for curriculum development and instructional innovation and for operational research. The school-university partnership can help achieve these goals through an organizational structure identified as a Cooperative Clinic Teaching Center.

Development of the Chandler Outreach Program Background

During the academic year 1970-71, the Department of Elementary Education

at Arizona State University and the Kyrene School District in Arizona agreed to participate in a pilot program designed specifically for undergraduate junior year elementary education majors who completed their general studies program but had not previously enrolled in any education course.

Thirty elementary education students were selected and assigned to the Kyrene Center for two consecutive school semesters. During the fall semester, students were involved in the observation-participation role and also registered for four methods courses which were taught in the public school classroom by university personnel. The primary rationale for this procedure was an attempt to integrate theory and practice in an actual classroom setting. In the spring semester, each student chose a supervising teacher for his student teaching experience. Two additional methods courses were also taught on-site as part of the spring semester experience. No provisions were made for continuing the program at Kyrene for a second year. The elementary education students returned to the campus to complete requirements for graduation.

Although this program experience had some serious shortcomings, it proved to us that a school-university partnership is operable and that it can provide training for pre-service education in realistic settings. The outcome of this pilot project provided sufficient encouragement to attempt a more comprehensive school-university partnership with the Chandler School District in Chandler, Arizona. As a result, the Chandler Outreach Program was developed.

Development of Chandler Project Continued

1. March, 1971 - Assistant Superintendent Dr. James T. Perry and Dr. William J. Ray of Arizona State University met to discuss the basic ideas of the Program.
2. April, 1971 - Representatives from the University met with the Superintendent, Assistant Superintendent, four Principals, Primary and Intermediate Curriculum Coordinators and the Counselor to discuss the Program. Approval to operationalize the Program was granted. Also, it was agreed that the principals would ask various faculty members in their respective schools to serve on the Interviewing Team.
3. April, 1971 - Dr. Merri Schall, Assistant Professor of Elementary Education assumed the role of Program Coordinator as part of her college course load.
4. May, 1971 - The Chandler administration organized faculty teams representing the four elementary schools to serve as members of the Interviewing Team. An orientation meeting was conducted with the interviewers and at the same time interview procedures were established.
5. June, 1971 - Those students expressing an interest with the Program were requested to appear for an on-site interview in Chandler. The interviewing teams, comprised of teachers, administrators and university personnel, identified 26 students as participants in the Program. Remaining interviews were conducted on campus by Drs. Schall and Ray. An additional 10 students were selected as participants.

6. Summer, 1971 - The school administrators began the task of identifying 36 classroom teachers to be involved in Phase I - Rotation I. (This will be explained later in more detail.)
7. September, 1971 - A meeting was held with the 36 teachers for purposes of explaining their roles in the clinical setting.
8. September 16, 1971 - The Chandler Outreach Project began.

Purposes of the Project

The Chandler Outreach Project is an attempt to establish a cooperative clinical teaching center for actualizing new advances in the analytical approach to teacher education. Specific purposes of the Project are listed below:

1. Establish a laboratory setting where school-university personnel can plan, experiment and implement the analysis of teaching in both the pre-active and active stages of the instructional program.
2. Provide the student of teaching the opportunity of learning how to organize appropriate content and materials for instruction based on the conceptual framework of the discipline involved and then restructuring in terms of the learning characteristics of children at various stages of development.
3. Provide the student of teaching with appropriate skills for encouraging self-evaluation, open-ended experimentation and the consideration of alternative teaching strategies.
4. Provide the student of teaching with a variety of grade levels so as to integrate field experiences with professional education

courses using tutorial, small and large group instruction under the leadership of classroom teachers and university personnel.

5. Provide the student of teaching with a more decentralized and humanized educational program than the usual program offered in a large university.
6. Promote the prospects of graduating into the teaching profession a more thoroughly prepared beginning teacher, one who has been working in a selected school community for an entire school as a member of an instructional team under clinical supervision designed to bring out individual potential and to give him a critical confidence in his teaching ability.
7. Provide a mechanism for on-going staff development in regular association with a university.
8. Provide children the benefit of having more teachers available to assist them in their school experience.

Description of the Project

The Chandler Outreach Project represents a Clinical Teaching Center concept where attempts are being made to consolidate efforts of a Professional School of Education in a University and the Curriculum and Supervision Staff of a public school district. This collaborative effort is trying to make it feasible to combine curriculum development, operational research on instruction and teacher preparation in a center setting for students in teaching.

The Chandler School District is located in Chandler, Arizona approximately 10 miles southeast of the Arizona State University, Tempe, Arizona. This rural community is rapidly changing into a suburban type community but the primary economic base is still agricultural in nature. Approximately 70% of the total population is Anglo; 25% Mexican-American and 5% Negro. The socio-economic level is reflected in three strata: 20% low, 60% middle and 20% upper middle.

The school population is served by four elementary schools and one high school. The elementary schools serving as clinic schools in the Center are Denver, Erie, Galveston and Hartford. The 36 elementary education junior year level students use these schools as training stations. Their program is comprised of three phases.

In attempting to maintain program continuity, a Steering Committee has been established to set policies, develop plans and review activities of the Project. The Committee is comprised of college students, teachers, administrators and university personnel (See description under Personnel). It was originally planned that this group would meet bi-monthly; however, since it is presently developing a third student evaluation instrument based on behavioral objectives and also reviewing and revising goals of Center personnel, the Committee meets each Tuesday morning until their priorities are completed.

Phase I: Fall Semester 1971-72

Each elementary education student is enrolled in four professional education courses and one three hour course related to his academic minor. During this phase, the student of teaching carries a 15 semester hour course

load consisting of:

a. 2EE 313 Child Development 3 hours
b. 2EE 314 The Teaching of Reading 3 hours
c. 2EE 333 Communication Arts in the Elementary School 3 hours
d. 2EE 498 Pro Seminar: Analyzing Teacher Behavior Through Structured Observation Systems 3 hours
e. A three-credit hour course related to the students academic minor. (This course is taken on the university campus.)

The students are observer-participants in their classrooms for a two hour twenty minute period each morning four days per week. Every five weeks, students are re-assigned to different schools and classroom levels. All education courses are taught in 1½ hour periods reflecting the needs of the students. The Fall Semester schedule is illustrated below:

<table>
<tr><th>A.M.</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr>
<tr><td>8:00 to 10:20</td><td colspan="4">Observation - Participation in Assigned Classrooms</td><td rowspan="2">O P E N</td></tr>
<tr><td>10:30 to 12:00</td><td colspan="3">Professional courses EE 313 Child Development - EE 314 Teaching of Reading - EE 333 Communication Arts in the Elementary School</td><td>EE 498 Pro Seminar: Analyzing Teacher Behavior</td></tr>
<tr><td>P M</td><td colspan="5">Students arrange this time for personal and/or professional needs.</td></tr>
</table>

The professional education courses are taught on-site in Chandler by university personnel. Dr. Merri Schall is responsible for coordinating EE 313, 314 and 333. In EE 313 Child Development, the content emphasis is on the work of Peaget and Erikson. Using mini observation techniques, students are asked to observe and record specific behavior data they gather in the classrooms. (See appendix for example of mini observation

completed by student). In EE 314 and EE 333, the student is required to relate what he is doing to Spache and Spache in "Reading in the Elementary School," to Smith's "Creative Teaching of the Language Arts in the Elementary," to William's "Classroom Ideas for Encouraging Thinking and Feeling." (See appendix for example of lesson developed by student.)

The EE 498 Pro Seminar course: Analysis of Teacher Behavior is being taught by Dr. William Ray. Students are taught how to write, speak and interpret teacher behavior through the use of interaction analysis observation systems. The ststems focus on the affective and cognitive domains and questioning strategies. Students attempt to examine their own teaching behavior via audio and video taped recordings as they interact with children. Peer evaluation of teaching behavior is also being utilized as a means of providing objective feedback.

Additionally, a wireless microphone is being used as a tool to assist students in giving and receiving simultaneous feedback during the instructional phase with the children. Students of teaching observe their peers and record behavior on the observation schedule. Patterns are identified and are simultaneously fed back to the "teaching" student either to sustain the observed behavior or recommend changes in behavior. In this way students are learning to write, speak and interpret teaching behavior.*

During Phase I, the student participates in a classroom level of his choice. Each day after his observation-participation is ended, the student returns to the central seminar room in the Chandler Administration Building.

* The wireless mike offers a possibility for rapid reliability training among interaction analysis observers. Since he has the benefit of "seeing through" the eyes of an expert the novice can quickly enlarge his awareness and learn to identify behavior categories.

Here he works with his peers and university personnel in sharing common learning experiences and problems. In addition, staff and community resource people have been participating in these seminars.

At the end of each five week period, the intern is re-assigned to another classroom and school. At this time, evaluation of his progress is conducted. Each intern evaluates his own progress and is also evaluated by his classroom teacher from data recorded on an evaluation instrument developed by the Steering Committee. (See appendix for example of instrument.) In addition, the student meets with the Project Coordinator for a half-hour conference. The student has the benefit of three such evaluation schemas as well as a final one hour conference at the conclusion of Phase I. On-site evaluations are also made by the coordinator as she visits each student. Such visits also maintain continuity between clinical settings and professional education courses.

Phase II: Spring Semester 1972

The second phase of the Project encompasses the spring semester of the students junior year professional development. The students of teaching will enroll in the following courses:

a.	2EE 478	Student Teaching	9 hours
b.	2EE 355	Social Studies in the Elementary School	3 hours
c.	2EE 380	Teaching Mathematics in the Elementary School	3 hours

During this phase of the program, the student will carry 15 semester hours of work as illustrated below:

A.M.	M	T	W	Th	F
8:00 to 12:00	EE 478				
P.M. 1:00 to 3:20	EE 380 Math in the Elementary School	Seminar	EE 355 Social Studies in the Elem. School		

Students will have the opportunity to choose grade levels and/or cooperating teachers as part of their student teaching experience. The cooperating teacher will also have the option of accepting or not accepting a student who may have indicated a preference of a particular cooperating teacher. Choices will be determined from experience related to the three-five week cycle used in Phase I.

Each student teacher will spend most of his teaching time in the school and grade level he selected. The student will continue to teach communication and reading but since this phase also includes mathematics and social studies, opportunities will be available for participation and instruction in these content areas.

Bi-weekly seminars with college supervisors (Dr. Schall and Mr. Joseph Steere, Graduate Assistant) will be conducted. Other resource personnel will participate also. Continued implementation of self-evaluative techniques using audio and video tape observation schedules and the wireless microphone

will be required. In addition both subjective and objective feedback from cooperating teachers will be part of the total evaluation package. Since the emphasis in the content areas will be on mathematics and social studies, the instructor of these classes will maintain a close liaison with the students and classroom teachers.

In Phase II, Dr. Martin Kamins will be responsible for teaching courses EE 380 and EE 355. The approach will be basically similiar to Phase I in that content will be tied closely to the actual concepts being taught in the classroom.

A segment of experimentation related to the concept of Toy Talk will be incorporated in Phase II involving approximately one-third of the student participants. The Toy Talk experiments propose to develop better family relationships by infusing the parent role with a teaching function in such a way that respect, learning and satisfaction occur. There are good reasons for working more than we have with parents of pre-school children:

1. Although not defined as teachers, parents are generally the only teachers at the period of most rapid growth.
2. Since four and five-year-olds are in a stage of identification with parents, they are optimally accepting of their propositions.
3. Parents are the single greatest influence on self-concept, but do not convey positive impressions unless they themselves have a positive self-image.
4. Parents of four and five-year-olds perceive themselves as sources of wisdom while parents of older children feel that they are technically and emotionally less equipped to work with teachers.

Mindful of the lament that early language gains made by disadvantaged children usually decline if the home remains unchanged, we seek to enlist rather than overcome parent influence. We hope to demonstrate how teacher-parent teams can function using toys as a medium of instruction. In our schema, the occurrence of important learning is not limited to the classroom; rather toy talk homework is jointly planned by the home and school, fully understood by the parent and considered a significant aspect of the curriculum. As a method of individualized instruction, toy talk functions best with ideal teacher-pupil ratios, a circumstance which includes most parents. The home also assumes responsibility for helping evaluate what has been learned at school, as opposed to assuming that all that was taught at school was learned and that subsequent failure to show competence is due to offsetting influences in the home and community. Together, through toy talk, parents and teachers are attempting to operationalize their respect for children, for each other and for themselves. In the process they are recognizing that school ought to be more a condition than a place, a condition that increases the number of persons who can properly be defined as teachers.

To educate our student participants in the Toy Talk Curriculum, five units of various themes or plots have been developed and are available for field experimentation. For each Toy Talk unit a number of plots are suggested that requires a solution on the child's part. Each unit contains levels of vocabulary with varying difficulty and evaluation cards to record aspects of the cognitive and affective domains.

When the student participant demonstrates competency with the Toy Talk Curriculum, he will be encouraged to share this skill with parents in the Chandler community. It is hoped that Toy Talk will improve parent-child communication, increase language facility and to teach values. Note: (We regret not being able to include the Toy Talk Curriculum with this report. It remains in the experimental stage and is presently being field tested in two kindergarten classrooms in the Chandler District.)

Phase III: Fall Semester, 1972
Spring Semester, 1973

The third phase of the Project is tentative and its realization is contingent upon funds being made available. This phase involves the students as seniors acting as paid interns in the district and continuance of selected methods courses for on-site instruction.

Personnel Involved in the Project

I. Chandler School District (Elementary Schools)

School	Number of Teachers
a. Erie	29
b. Denver	27
c. Galveston	32
d. Hartford	33
	121 total

The program is designed to use all teachers and staff personnel in some phase of the Clinical Teaching Center. In addition, the Assistant Superintendent, four elementary school principals and the two curriculum coordinators are vitally active in the Center operation.

II. Arizona State University undergraduate students participating in the Program number 36.

III. Department of Elementary Education, Arizona State University

a. Mr. Joseph Steere - Graduate Assistant A.S.U.

b. Dr. Martin Kamins - Assistant Professor of Elementary Education Clinical Professor with Center

c. Dr. Merri Schall - Assistant Professor of Elementary Education Project Coordinator and Clinical Professor in the Center

d. Dr. William J. Ray - Associate Professor of Elementary Education and Assistant Chairman for the Department of Elementary Education - Director and Originator of the Program

IV. Interviewing Committee (Ad Hoc)

8 classroom teachers

2 principals

1 curriculum coordinator

1 university professor

V. Steering Committee

4 college students

4 classroom teachers

1 principal

2 curriculum coordinators

1 university representative

VI. The total pupil population in the four elementary schools - Approximately 1900 children.

Budget Allocation

The Chandler Outreach Project is a non-funded program. There are no renumerative transactions between the college and the district or between the students and the district. There are no outside agencies contributing monies toward the operation of the Cooperative Center. All schools and university personnel are paid by their respective units. In the case

of university personnel, Dr. Schall, Dr. Kamins, Mr. Steere and Dr. Ray are reimbursed by the University since the Cooperative Center became their laboratory and in part their college classroom for teacher education.

Evaluation Procedures

One of the most important phases of evaluation will be the continuous internal assessment by school-university-student personnel. However, some preliminary testing has been completed through the use of standardized tests and others by informal procedures. As stated earlier, the Steering Committee has assumed the responsibility of selecting and developing instruments that will measure the effectiveness of the Project. General aspects of evaluation are built into this Project for data collection.

1. Pre-post test using Torrance's "What Kind of Person Are You"?
2. Pre-post test of Torrance's Test of Creative Thinking: Verbal A and B, Figural A and B.
3. Pre-post test - National Teacher Examination
4. Self Evaluation instrument administered at the completion of each 5 week cycle in Phase I. Total of 3 evaluations.
5. Teacher Evaluation of Student - To be completed by the teachers for each student at the completion of each 5 week cycle in Phase I. Total of 3 evaluations.
6. Analyzing Teacher Behavior - Students are required to record samples of their teaching behavior on audio or video tape in both Phases. Through the use of the ROScAR (Revised Observer Scoring and Record), RIAS (Ray's Interaction Schedule), and ROTC (Recording and Observing Teacher Characteristics) interaction analysis schedules students will

code, graph and compare data of their teaching behavior beginning in Phase I and continuing through Phase II. Thus far, some data has been collected on the behavior patterns using the ROScAR schedule.

7. Parent as a Teacher Self-Concept Instrument. This instrument is in process of being developed by two doctoral candidates at A.S.U. and will be available for use in January, 1972. It is primarily designed for Toy Talk Curriculum and will provide data on how a parent views himself as a teacher. The instrument contains 5 major components:

    a. How a parent see creativity
    b. Control of power
    c. Frustration - Ways parents react
    d. How a parent sees play
    e. Ways parents view themselves as teachers

8. Student Teacher Evaluation Form used by the college.

As the project moves forward, additional gathering data instruments are being viewed which will provide a comprehensive assessment of the Chandler Clinic Teaching Center.

Contributions of the Chandler Outreach Project to Teacher Education

Advantages to the College and Schools

1. The Chandler concept represents a "bridge to reality" where new opportunities are provided through a collaborative organizational scheme to work together on improving instruction in both school and college classrooms.
2. A laboratory setting is becoming the vehicle where school-university personnel are planning, experimenting, implementing and testing the analysis of teaching and are applying their findings to curriculum development and instructional improvement.

3. School-university personnel are learning and can learn from each other while attempting to build a more effective teacher education program. Education seminars and colloquia for the teaching faculty in the Center can become a regular part of a professional development program for all.
4. There is the prospect that as a result of a clinic type program schools will expend less time and money in assisting beginning teachers in their new roles.
5. The efforts of college personnel are concentrated in a central location. It is possible to have our college professors work in the Center as a regular classroom setting in which they can carry on some research.
6. Schools benefit from additional instructional personnel without any extra cost to the District for salary outlay.

Advantages to the Students of Teaching

1. The students of teaching are having a more decentralized and humanized educational experience.
2. They have the opportunity of learning how to organize appropriate content and materials for instruction based on a conceptual framework and immediately put it into practice based on the learning characteristics of children.
3. Early identification of a career choice is possible for our participants. No longer must a student wait until his senior year of student teaching to decide, or have others decide for him, that teaching is not a profession he should pursue.
4. Participating college students can have the opportunity to involve themselves in research and are, at the present, showing evidence of becoming quality contributors.

Advantages to the Children

Children have the benefit of having more teachers available to assist them in their learning experience.

APPENDICIES

CHANDLER OUTREACH TEACHER EVALUATION I

Classroom Teacher's Name _____ Intern's Name _____

School _____ Room # _____ _____

Please circle the number which most closely evaluates your intern. Note that 1=A or excellent, 2=B or above average, 3=C or average, very acceptable and 4=D or below average.

PROGRESS IN TEACHING READING 1 2 3 4	PROGRESS IN TEACHING LANGUAGE ARTS 1 2 3 4
PROGRESS IN UNDERSTANDING CHILD DEVELOPMENT 1 2 3 4	AID TO THE CLASSROOM TEACHER 1 2 3 4
RELATIONSHIP WITH INDIVIDUAL CHILDREN 1 2 3 4	RELATIONSHIP WITH SMALL GROUPS OF CHILDREN 1 2 3 4
RELATIONSHIP WITH FULL GROUP OF CHILDREN 1 2 3 4	PROGRESS IN ESTABLISHING DISCIPLINE 1 2 3 4
SENSE OF RESPONSIBILITY 1 2 3 4	INITIATIVE 1 2 3 4
PUNCTUALITY AND ATTENDANCE 1 2 3 4	DRESS, GROOMING, VOICE 1 2 3 4
GENERAL ATTITUDE 1 2 3 4	ESTIMATED OVERALL POTENTIAL FOR TEACHING 1 2 3 4

COMMENTS

CHANDLER OUTREACH INTERN/SELF EVALUATION I

Classroom Teacher's Name _____ Intern's Name _____

School _____ Room # _____ _____

Please circle the number which most closely evaluates your intern. Note that 1=A or excellent, 2=B or above average, 3=C or average, very acceptable and 4=D or below average

PROGRESS IN TEACHING READING 1 2 3 4	PROGRESS IN TEACHING LANGUAGE ARTS 1 2 3 4
PROGRESS IN UNDERSTANDING CHILD DEVELOPMENT 1 2 3 4	AID TO THE CLASSROOM TEACHER 1 2 3 4
RELATIONSHIP WITH INDIVIDUAL CHILDREN 1 2 3 4	RELATIONSHIP WITH SMALL GROUPS OF CHILDREN 1 2 3 4
RELATIONSHIP WITH FULL GROUP OF CHILDREN 1 2 3 4	PROGRESS IN ESTABLISHING DISCIPLINE 1 2 3 4
SENSE OF RESPONSIBILITY 1 2 3 4	INITIATIVE 1 2 3 4
PUNCTUALITY AND ATTENDANCE 1 2 3 4	DRESS, GROOMING, VOICE 1 2 3 4
GENERAL ATTITUDE 1 2 3 4	ESTIMATED OVERALL POTENTIAL FOR TEACHING 1 2 3 4

COMMENTS

CHANDLER OUTREACH

INTERN EVALUATION II

Intern _____ Date _____

Evaluation of your Outreach Student is very important. Your careful consideration of each area will be greatly appreciated. Please make this evaluation with the help and cooperation of your intern.

Please write additional comments that will make this evaluation more meaningful.

1. Performance Strengths of Intern:

2. Suggested Areas for Improvement:

3. Professional Behavior:

4. Potential as a Teacher:

5. Comments:

Signed _____

School _____

Grade Level _____

Marilyn Williams
EE 312 Child Development
Chandler Outreach
November 17, 1971

Mini Observation: Erikson, Accomplishment/Inferiority

I. Behavioral Mode

R (C.A. ' -) came up to the teacher's desk with a piece of paper and a pencil. Already standing by the desk was P (C.A. -). R held out the paper and pencil toward the teacher and said to her, "Spell 'when' for me." The teacher said "You try it." P reached for the paper and said "I know how to spell it." R took the paper from P and said "I can do it."

II. Feeling Mode

R was writing an original story about the Pilgrims, and he was excited about it. R rose from his desk without hesitating, walked rapidly to the teacher's desk, and blurted out "Spell 'when' for me." When the teacher replied "You try it", a pensive look appeared on R's face. As P took the paper from R, R snatched it quickly from her and said emphatically, "I can do it!"

III. Interpretive-Inferential Mode

R is a Mexican-American student, and has shown himself to be a fairly slow student in Reading, Writing, and Spelling (however he is very bright in Math). In the last few days prior to this observation R has begun to show more interest in his "weaker" subjects. Thus, his interest in his paper was atypical for R. His emphatic "I can do it!" is an expression of his accomplishment and an outcry against his former feelings of inferiority.

IV. Prescriptive Mode

Based on what I have observed, I believe that R's self-concept is becoming more positive. He seems to have had a "slow-learner" stigma, and is beginning to overcome it. I believe that definite positive reinforcement (praise, compliments, etc.) by the teacher and others should be given for any and all positive efforts that R puts forth scholastically and socially. Efforts should be made to discover in what fields R excels, and R should be praised for his abilities. I recommend that R be given responsibilities and duties (such as running errands for the teacher) and special recognition (asking R to read his paper orally for the class) when he is proud of his work and when he won't be embarassed by it. In this way, R will hopefully begin to "feel" his achievements and will begin to think of himself as a very worthwhile human being.

ROScAR IV - Verbal Lesson Strategy
Revised Observer Scoring and Record

Dr. William J. Ray

College of Education
Arizona State University

OSCAR IV VERBAL LESSON STRATEGY - 1970

AFFECTIVE

CONSIDERATE
REBUKING

PROCEDURAL

DESCRIBING
DIRECTING

SUBSTANTIVE

INFORMING	
SOLICITED	UNSOLICITED
DIVERGENT	CONVERGENT
ELABORATION	

Student Elicits Statement (Subst.)

SUPPORTING	REPHRASE	ACCEPTING
DISAPPROVE	INTERRUPT	ABANDON
REDIRECT	NEUTRAL	REPEAT

Student Elicits Statement (Non-Sub)

POSITIVE	NEGATIVE	NEUTRAL

SUPPORTING	REPHRASE	ACCEPTING
ELABORATION		

SUPPORTING	REPHRASE	ACCEPTING
ELABORATION		

DISAPPROVE	INTERRUPT	ABANDON
ELABORATION		

DISAPPROVE	INTERRUPT	ABANDON
ELABORATION		

REDIRECT	NEUTRAL	REPEAT
ELABORATION		

REDIRECT	NEUTRAL	REPEAT
ELABORATION		

Definition of Terms - MOScAR IV Verbal

I. Affective: Verbal statements by the teacher influencing the emotional climate (positive or negative) established during a lesson.

A. Considerate: A positive statement made by the teacher when interaction is occurring in the non-substantive area.

B. Rebuke: A negative statement made by the teacher when interaction is occurring in the non-substantive area.

II. Procedural: All statements which set the stage for instruction.

A. Describing: Statements referring to what has been done, what is being done or what will be done by any or all members of the class.

B. Directing: Non-substantive statements requiring a student to physically respond.

III. Substantive: All statements related to the content of the lesson.

A. Informing: Statements indicating lecturing or telling information related specifically to the content area.

B. Unsolicited Information: Statements indicating lecturing or telling information related specifically to the content area but not prompted by pupils' statements or questions.

Example: Teacher - A phoneme is the smallest meaningful unit of sound. The phoneme is shown in writing through the use of slash marks /p/. (Two occurrences of unsolicited information.)

C. Solicited Information: Information given by the teacher following a student-elicited statement or question.

Example: Pupil - What is the answer to number 5?
Teacher - The answer is 10. (Solicited information)

D. Problem Formulation: A statement generally in form of a question, specifically related to the content area requiring a response from the student.

1. Convergent: Closed ended questions usually requiring one specific answer.
2. Divergent: Open ended questions usually requiring a variety of possible answers.
3. Elaboration: Questions indicating a chaining effect, either convergent or divergent, based on the immediate previous question.

The following terms refer to the section of the instrument entitled Teacher request for and reaction to Pupil Response.

1. Supporting - Positive verbal reinforcement of student responses. Examples: Good, Fine, Very good, That is correct.

2. Accepting - An implied verbal acceptance (this is the only item or event on the instrument not requiring a verbal statement).

3. Rephrase - Verbal statement by the teacher rewording a pupil's response.

4. Repeat - Verbatim repetition by the teacher of a pupil's answer.

5. Redirect - When a pupil is called upon to respond to a question and does not or cannot, the teacher redirects or calls on another pupil to respond.

6. Neutral - Statement by the teacher indicating neither positive nor negative reinforcement. (Example: Maybe, it could be, that's a possibility.)

7. Interrupt - Teacher interrupts pupil as he is responding to a question.

8. Disapprove - Remarks by teacher indicating non-acceptance of a pupil's response. (Example: No, that is not right, you're not quite correct.)

. Abandon - When a question is asked the pupil or class does not have a chance to answer. It differs from Redirect because Abandon does not allow time for response.

Items or events constituting a <u>positive valence</u> are:

1. Considerate
2. Supportive
3. Accepting
4. Rephrase

Items or events constituting a <u>neutral valence</u> are:

1. Redirect
2. Neutral
3. Repeat

Items or events constituting a <u>negative valence</u> are:

1. Disapprove
2. Abandon
3. Interrupt
4. Rebuke

<u>Student Elicits Statement (Substantive)</u>: This event is coded when a pupil asks a question or offers a statement related to the content area.

The following terms refer to the section of the instrument entitled

<u>TEACHER REACTION TO SES'S</u>

<u>Supporting</u>: Positive verbal reinforcement of student's question or statement.

Example: Pupil - Why is the answer 15?

Teacher - Good question. Because 10 and 5 are 15. (Supporting event and solicited information.)

Rephrase: Statements or questions asked by a pupil and reworded by the the teacher.

Example: Pupil - Why does the earth rotate in the direction that it does?
Teacher - You want to know what causes the earth to rotate counterclockwise?

Accepting: Teacher makes no verbal statement in response to the student's statement but does accept the statement by replying with an appropriate answer, generally a solicited Informing event.

Example: Pupil - What can we do to get more information about the population explosion?
Teacher - One of our tasks is to become more knowledgeable with recent publications.

Repeat: Verbatim repetition by the teacher of a student's question or statement.

Redirect: When a pupil asks a question or makes a statement, the teacher redirects elicited comment to another pupil for response.

Example: Pupil - Why is the answer 10?
Teacher - You answer that, Doug. (Redirect)

Neutral: Statement made by teacher indicating neither positive nor negative reinforcement.

Example: Pupil - Why does the earth rotate counterclockwise?
Teacher - I don't know. (Neutral) or
That suggests possibilities for further study or
We will be discussing your question later this week.

Disapprove: Remarks by teacher indicating non-acceptance of a pupil's comment.

Example: Pupil - What can we do about the population explosion?
Teacher - We don't want to discuss that right now.
(Other examples - No, that's not right, wait until I call on you.)

Interrupt: Student is asking question and teacher may break in and rebuke class, inform, ask a question, etc.

Example: Pupil - Why do we ---
Teacher - Be quiet back there in the corner.

Abandon: When a question or statement is made by a pupil, the teacher ignores taking any action to the student.

Example: Pupil - Why is the answer to number six cumulus clouds?
Teacher - Now we shall discuss nimbus clouds. (Abandon and describing.)

ROScAR TALLY SHEET

STANDARD NUMBER OF RESPONSES

VALENCE	M.T.	M.P.	R.P.	S.T.	DIF.	M.T.	M.P.	R.P.	R.T.	DIF.
I. POSITIVE										
A. CONSIDERATE										
B. SUPPORTIVE										
C. ACCEPTING										
D. REPHRASE										
TOTAL										
II. NEUTRAL										
A. REDIRECT										
B. NEUTRAL										
C. REPEAT										
TOTAL										
III. NEGATIVE										
A. DISAPPROVE										
B. ABANDON										
C. INTERRUPT										
D. REBUKE										
TOTAL										
IV. PROCEDURAL										
A. DESCRIBING										
B. DIRECTING										
TOTAL										
V. UNSOLICITED INFORMATION										
SOLICITED INFORMATION										
TOTAL										
VI. CONVERGENT										
TOTAL										
VII. THINKING										
A. DIVERGENT										
B. CON. ELAB.										
C. DIV. ELAB.										
TOTAL										
GRAND TOTAL										

THE LANGUAGE OF TEACHER BEHAVIOR

Wm. J. Ray 1970

T - Today we are going to code a sample of teacher behavior by using a structured observational technique.

T - Take out the ROScAR instrument and put it on your desks.

T - What is the definition of a structured observational technique, Hubert?

P - It refers to a system which the observer looks for and records only certain behaviors.

T - That is correct.

T - What is one essential characteristic of the ROScAR instrument, Homer?

P - It does not require the observer to weigh or consider behavior.

T - And another characteristic, Jethroe?

P - Compare behavior.

T - And another characteristic, Adam?

P - It doesn't require the observer to evaluate behaviors.

T - The ROScAR schedule or instrument will provide data in the Affective Domain. It also reflects the reinforcement patterns of teachers' responses to answers given by the student.

T - Now we shall discuss the tasks of the recorder or observer. Please look at the instrument you have on the desk.

T - What is one of the observer's tasks when coding behavior, George?

P - Evaluate behavior.

T - No, that is not correct.

T - Listen closely, George. One of the tasks is to recognize a behavior and place a tally mark in the appropriate event.

T - And another of the observer's tasks, Richard?

P - He records them according to defined categories.

T - All right. He records them in their respective cells.

T During the coding process, the recorder has little or no idea what a record means until it has been scored. Is this statement true or false, Peanuts?

P - True.

T - Why is it true, Peanuts?

P - Because the scores used to locate behaviors in the instructional process are calculated after an observation is concluded.

T Another reason why the statement is true, Charlie?_____

P - I don't know.

T - You take it, Elaine._____

P - Because the ROScAR instrument measures only verbal behaviors of the teacher.

T - What you just said is correct; however, your response does not answer the question._____

T - What is your answer, Racquel?_____

P - Because one item or event in itself is insignificant. The scores must be collated and placed in categories in order for feedback to be meaningful.

T - That's a possibility._____

T - Put your hand down, Jonathan. Shhhhhhh-I want your attention. Thank you._____

T Why is it necessary to make the categories as definitive as possible, Sophia?_____

P - Because the discriminations which must be made can be done quickly.

T - Another reason, Phyllis?_____

P - So it can be done reliably.

T - Another, Zsa Zsa?_____

P - And without appeal to anyone's expertise.

T - As a consequence, individual items may appear ambiguous, trivial, or (in some cases) of dubious relevance to the dimension they are supposed to measure._____

T - We have been discussing the characteristics of a structured observational instrument, the tasks of observers and the importance of categorical items. Now let us briefly summarize by making a brief inventory of arnamentorium._____

T - Turn on the tape-recorder, Everett, and let us listen to a question and answer session discussing the rationale for using structured observational techniques with pre-service teachers._____

T - Why is interaction analysis being attempted in some of our Colleges of Education today, Ringo?_____

P - Because it helps teachers develop an understanding of the teaching process.

T - In other words, it teaches them to speak the language of teacher behavior.

_____

T - Another reason for using interaction analysis, Bonnie?

P - I don't know.

T - You help her, Clyde.

P - It helps teachers and supervisors learn to recognize where a behavior sample is located in the behavior space.

T - In other words, teachers are learning to read behavior. Good.

T - Another reason, Gomer?

P - It helps educate a teacher to a point at which he can exhibit any kind of behavior he chooses whenever he wishes, that is, teaching him to write behavior.

T - Very well stated, Gomer.

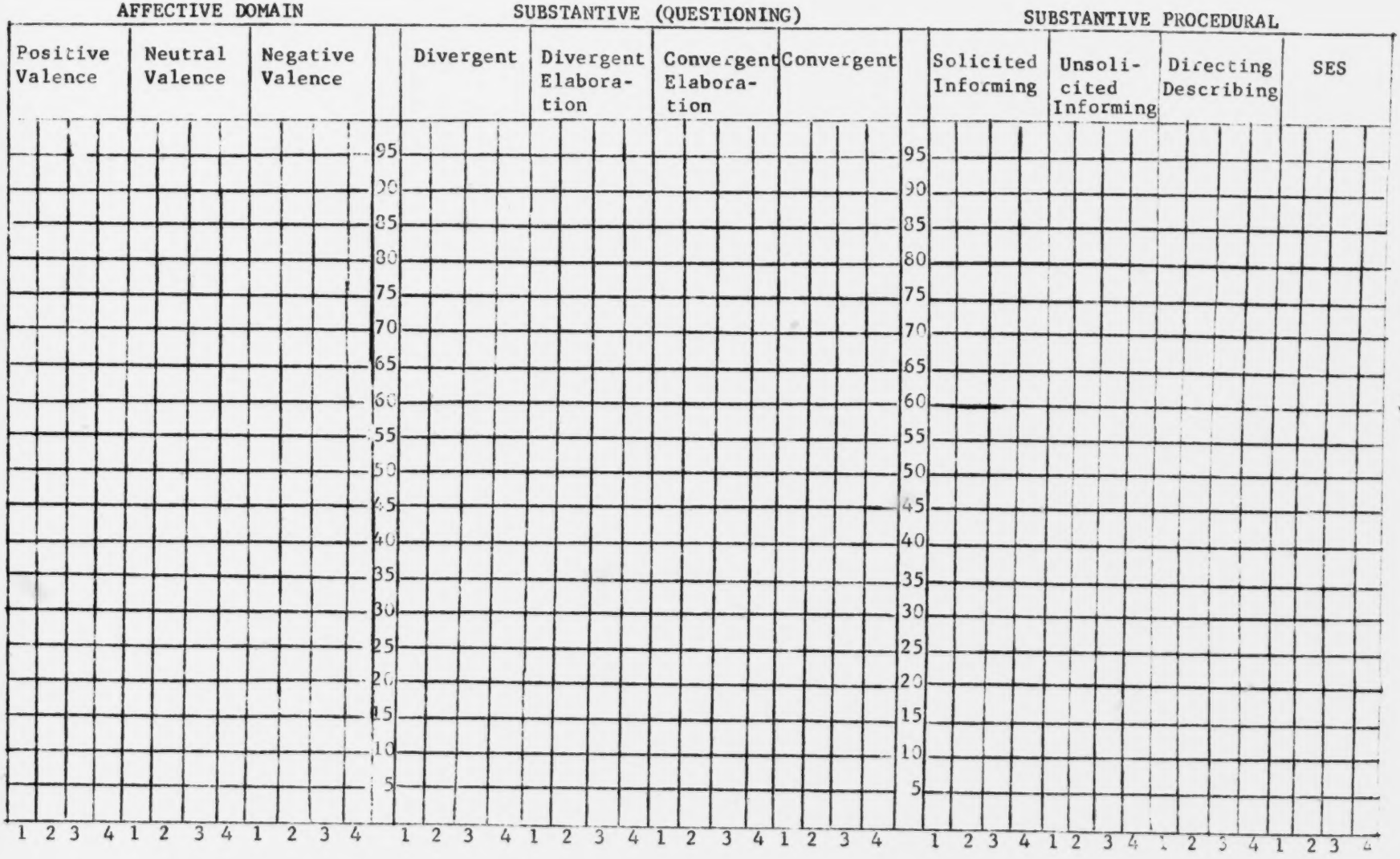
T - Our tool is the language of teacher behavior itself, used not only in the process of supervision but throughout the professional life of the teacher.

T - You've done very well with the review.

T - Clear your desks and get ready for gym with Mr. Sibley.

_____ Teacher's Name

_____ Grade Level _____ Date



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